



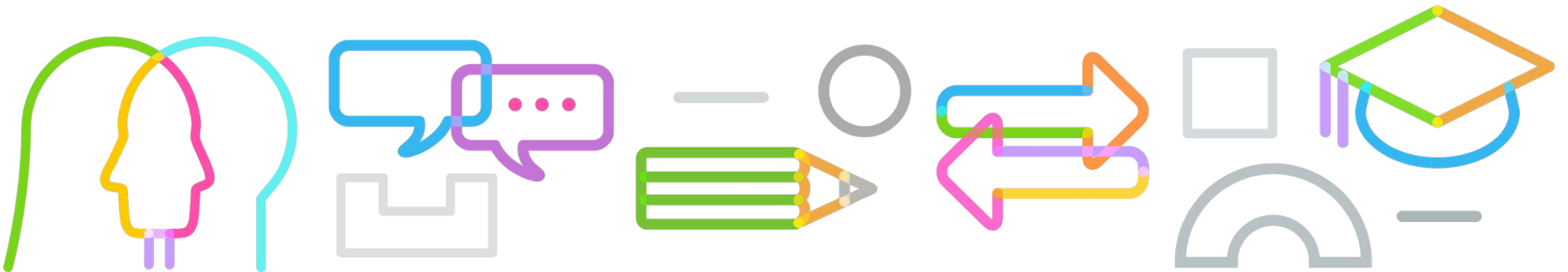
Bully Here, Bully There, Bully Bully Everywhere

Dr. Jolene Palmer - Director School Safety and Security
Lacey Peters - Health & Physical Education Specialist

📧 Respond at **PollEv.com/laceypeters140**

📧 Text **LACEYPETERS140** to **22333** once to join, then text your message

PLEASE JOIN



What are 2 words that describe a successful adult?

List 2 skills that you hope each student acquires before they leave your building.



WHAT IS SOCIAL AND EMOTIONAL LEARNING (SEL)?



SEL is...

The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

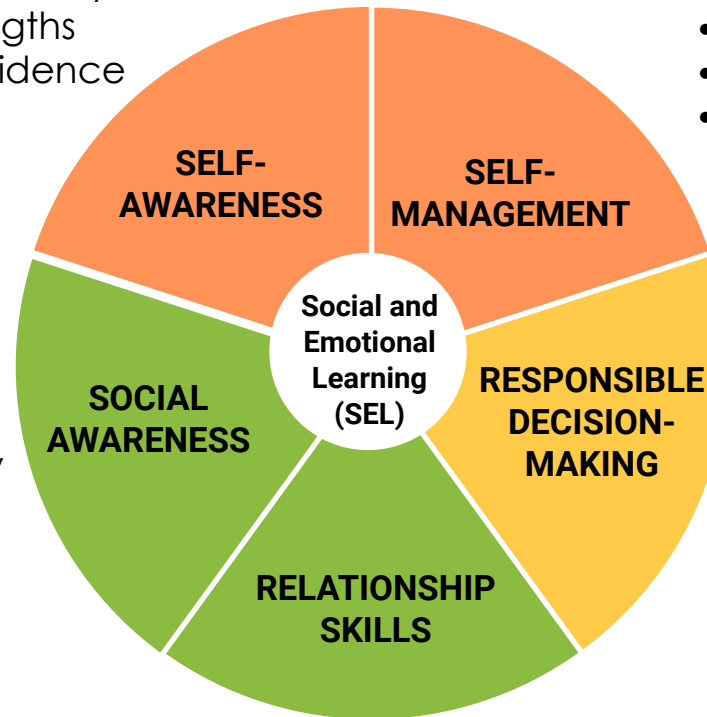
Social and Emotional Learning

SEL

- Identifying emotions
- Self-perception/Identity
- Recognizing strengths
- Sense of self-confidence
- Self-efficacy

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Perseverance
- Goal-setting
- Organizational skills

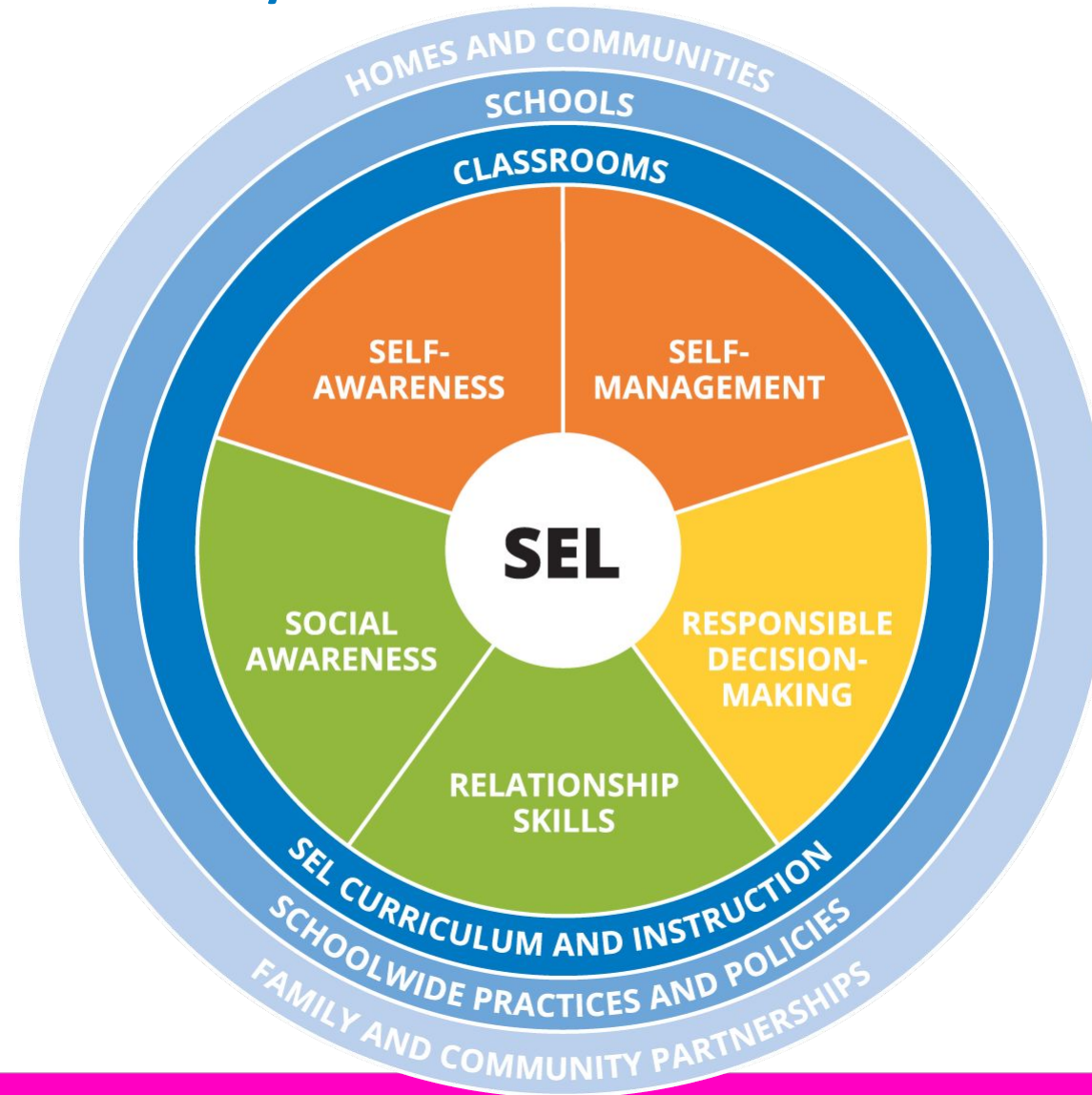
- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others



- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

- Communication
- Social engagement
- Building relationships
- Working cooperatively
- Resolving conflicts
- Helping/Seeking help

What does SEL look like in a classroom, school, community?



Have you implemented SEL in your district and/or building?

Yes

No

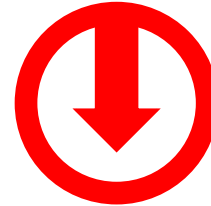
Will implement
this school year

SEL works: Compelling national evidence

Science Links SEL to Student Gains:



- Better social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 11 percentile-point gain on standardized achievement tests



- Fewer conduct problems
- Less emotional stress
- Lower drug use

...and adults benefit too



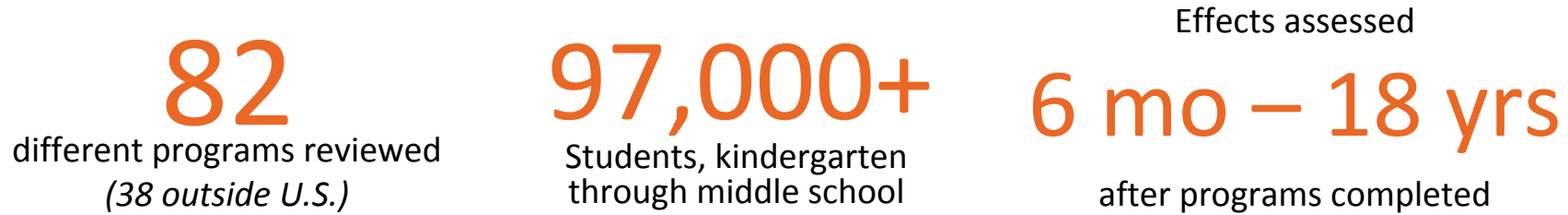
Teachers who possess social and emotional competencies are **more likely to stay in the classroom longer** because they're able to work more effectively with challenging students—one of the main causes of burnout.



Statistically significant associations between measured social-emotional skills in kindergarten and key young adult outcomes across multiple domains of **education, employment, criminal activity, substance use, and mental health.**

Impact of SEL: long-lasting and global

A 2017 research study finds that SEL programs benefit children for months and even years.



SEL Students Benefit in Many Areas

Academic performance



SEL skills

Positive attitudes

Positive social behaviors

Higher social and emotional competencies among SEL students at the end of the initial intervention was the best predictor of long-term benefits.

Conduct problems



Emotional distress

Drug use

Benefits were the same regardless of socioeconomic background, students' race, or school location.



SEL works: Linked to young adult outcomes



Statistically significant associations exist between measured **social-emotional skills in kindergarten** and **young adult outcomes** across multiple domains:

Kindergartners who were stronger in SEL competence were **more likely** to:

- ✓ graduate from high school
- ✓ complete a college degree
- ✓ obtain stable employment in young adulthood

And **less likely** to be:

- ✗ living in public housing
- ✗ receiving public assistance
- ✗ involved with police
- ✗ in a detention facility



Administrators, Parents, and Teachers value SEL

The overwhelming majority of administrators (96%), teachers (93%) and parents (81%) believe that **social and emotional learning is just as important as academic learning.**

Teaching SEL skills in the classroom is most important for improving:

Negative student behaviors such as bullying

– according to teachers and administrators

School safety

– according to parents



CASEL's tools and resources:

Support high-quality SEL implementation



SEL District Resource Center

Resources from districts where SEL programs, practices, and policies are working to support high-quality SEL implementation.

<https://drc.casel.org>



Schoolwide Guide to SEL

Guidance for systemic SEL implementation in a school.

<https://schoolguide.casel.org/>



SEL State Resources

Sample policies and practices that support SEL.

<https://casel.org/csi-resources/>



SEL Assessment Guide

Guidance to choose and use an SEL assessment.

<http://measuringSEL.casel.org/assessment-guide/>



Program Review Guides

Recommendations for selecting high-quality SEL programs.

<https://casel.org/guide/>



SEL Starts at Home

Resources to bring SEL into your home and community.

<https://casel.org/in-the-home/>

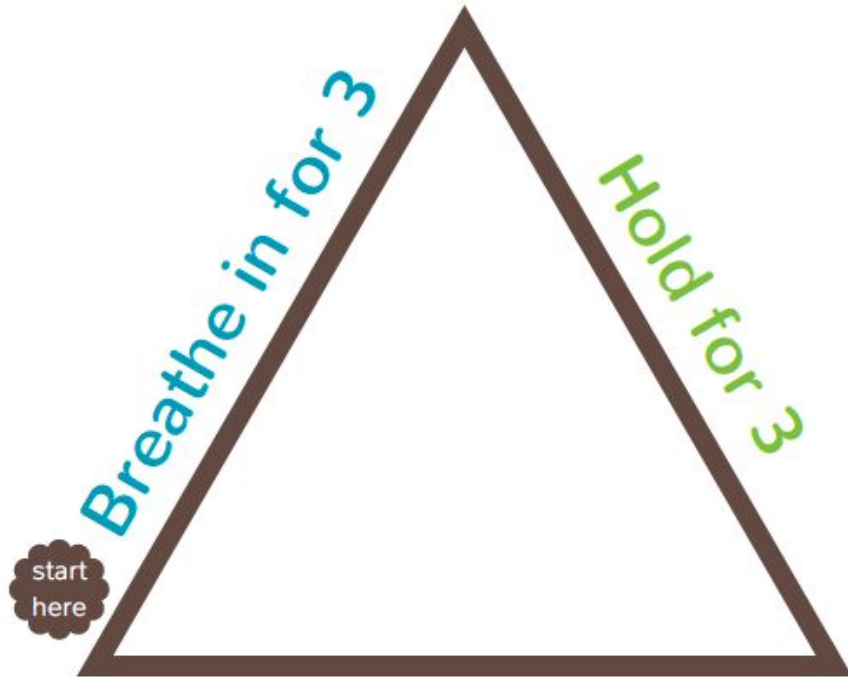


How SEL can be incorporated into the classroom

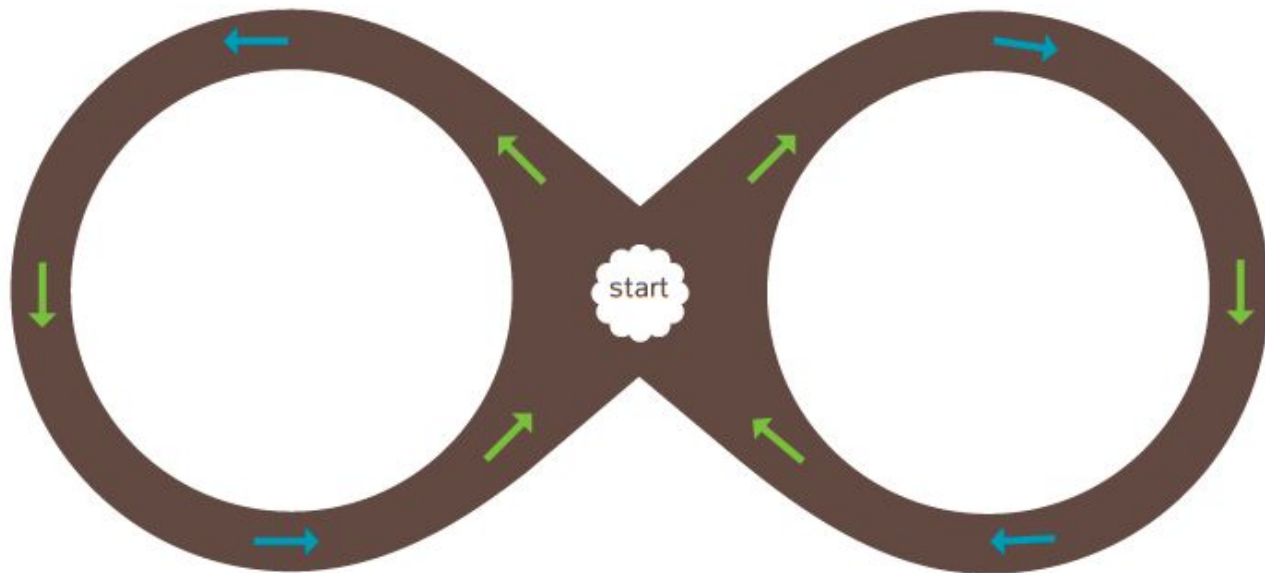
- Integration into lessons
- Building expectations/climate
- Transitions
- Activities & skill practice

Breathing practice

- Transitions
- Test preparation
- Get back on task



Breathe out for 3



resources available at:

<https://copingskillsforkids.com/blog/using-shapes-to-teach-deep-breathing>

**What about
discipline?**



video from CASEL site through Chicago Public Schools.

THE FOUR ELEMENTS OF BULLYING

Unwanted aggressive behavior

Intended to hurt someone physically,
verbally, emotionally, or electronically

Imbalance of power socially,
physically, or emotionally

Repeated over time

**CONSIDERED
BULLYING**

when all four
are present

Approaches to Bullying

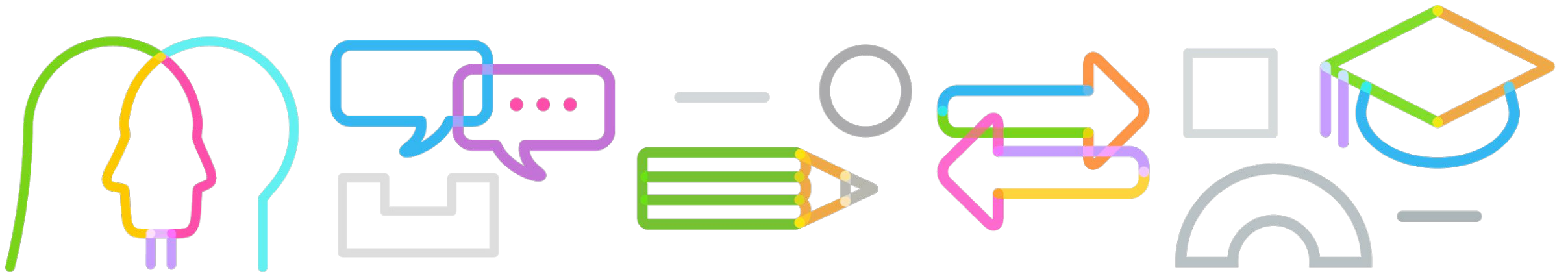
- 4 steps for schools



School safety ...
is the responsibility of
ALL staff.

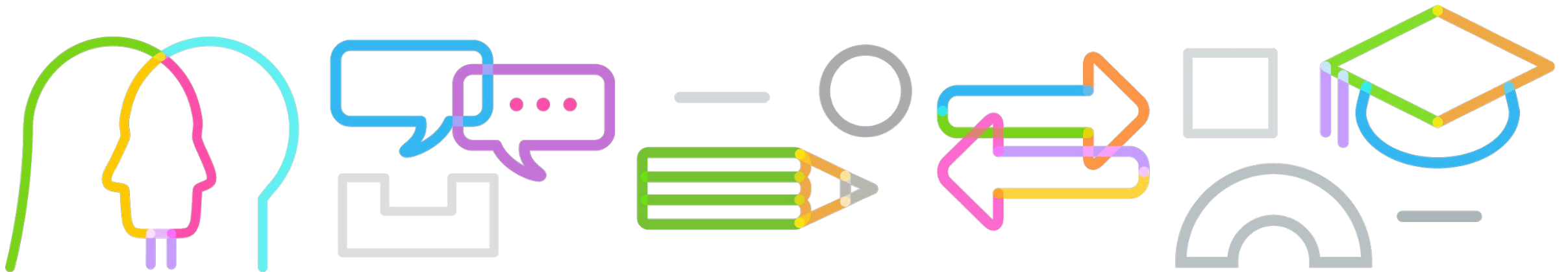


Decreasing bullying ...
is the responsibility of
ALL staff.



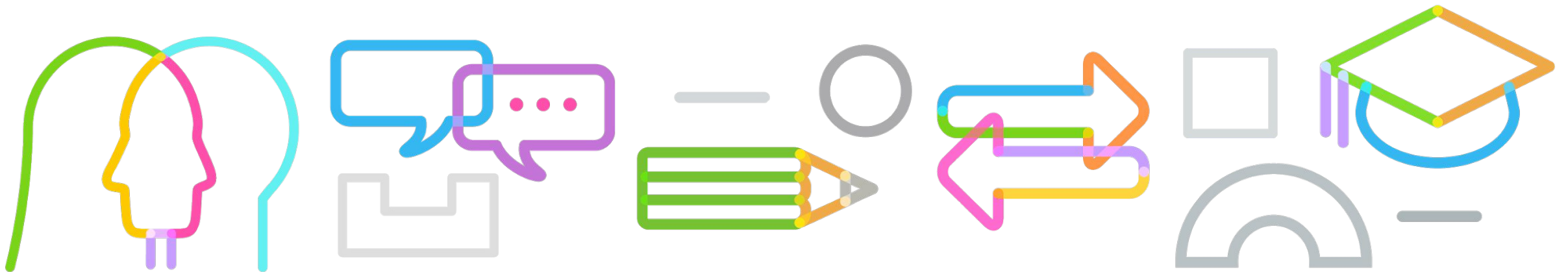
School safety is about
what people do...

...rather than facilities and gadgets.



Decreasing bullying is about
what people do...

...rather than curricula or cameras.



School safety is about
creating a ***climate*** of
safety and respect.

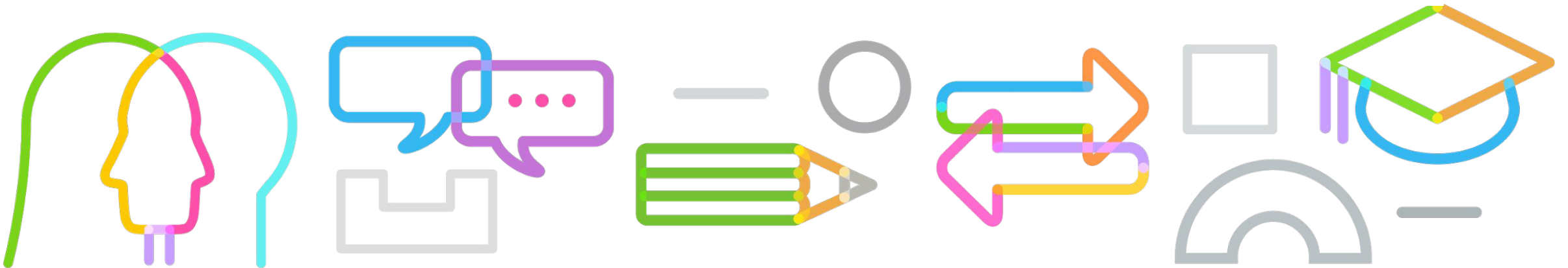


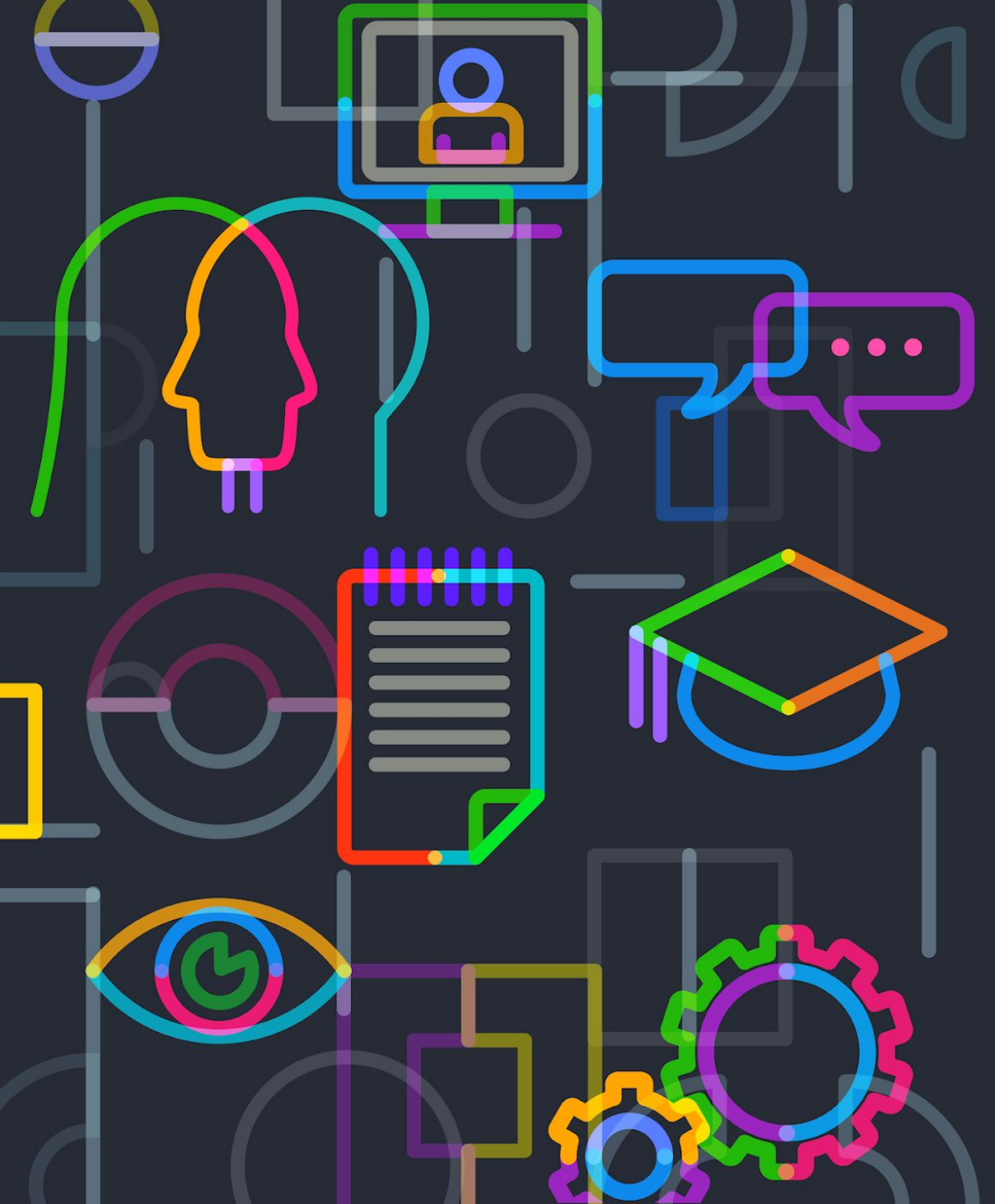
Decreasing bullying is
about creating a ***climate***
of ***safety and respect.***



How?

- Intentionally build & improve relationships
- Model school pride – build community
- Respect for all others
- Intentionally engage student participation
- Assess safety regularly
- Assess environment, disciplinary & physical





***Nothing* is the
worst thing we
can do...**



Contact Us:

Jolene Palmer
jolene.palmer@nebraska.gov
402-471-2944

Lacey Peters
lacey.peters@nebraska.gov
402-471-4352